

1940

1940 Summer Pestalozzi Froebel Course Catalog

Columbia College Chicago

Follow this and additional works at: https://digitalcommons.colum.edu/cadc_coursecatalogs



Part of the [Education Commons](#)



This work is licensed under a [Creative Commons Attribution-Noncommercial 4.0 License](#)

PESTALOZZI FROEBEL TEACHERS COLLEGE

410 SOUTH MICHIGAN BOULEVARD

CHICAGO, ILLINOIS

*A special college for the training
of nursery school, kindergarten and
primary teachers.*

ACCREDITED

•

Announcement

•

SIX WEEK SUMMER SESSION

June 24 to August 2, 1940

TWO WEEK TERMS

June 24 to July 5, 1940

July 8 to July 19, 1940

Also

SPECIAL COURSES IN CHILD DEVELOPMENT
FOR LIBRARIANS

PERSONNEL OF THE SUMMER SESSION

Herman Hofer Hegner, *President*

Norman Alexandroff, *Dean of Administration*

Frances R. Horwich, *Dean of Education*

Frank E. Allemong, *Registrar and Bursar*

Hyla Jean Akre.....Member of regular staff

Cherrie P. Alexandroff.....First Grade Critic Teacher,
Demonstration School, Chicago Teachers College

Hazel Catur.....Member of regular staff

David Daiches.....Professor of English,
University of Chicago

Cora DeBoer.....Member of regular staff

John DeBoer.....Director of Student Teaching,
Chicago Teachers College

Elizabeth Groves.....The American Library Association

Owen Hubbell.....Francis Parker School

Ira Latimer.....Executive Secretary,
Chicago Civil Liberties Committee

Gladys Leaman.....Librarian

E. T. McSwain.....Professor of Education,
Northwestern University

Eggert Meyer.....Member of regular staff

Beatrice Morris.....Member of regular staff

Helen Peterson.....Member of regular staff

Trevor Serviss.....Professor of Education,
Northwestern University

Paul Schroeder.....Director of Institute for Juvenile Research

Mandel Sherman.....Professor of Child Development,
University of Chicago

SIX-WEEK TERM

The six-week term opens June 24 and closes August 2. This term is designed to meet the needs of those who wish to receive full credit for summer study. Registration will take place on Friday, June 21, 10 A.M. to 4 P.M., and on Saturday, June 22, 10 A.M. to 4 P.M. Classes will begin on Monday, June 24.

TWO-WEEK TERMS

For the benefit of those who are unable to spend a full six weeks in summer study but are able to spend a short, intensive period in the study of recent trends in childhood education, two two-week terms are offered.

The first of these terms opens June 24 and closes July 5. Registration for this term will take place on Saturday, June 22, 10 A.M. to 4 P.M., and on Monday, June 24, 9 A.M. to 12 M. The second two-week term will open July 8 and close July 19. Registration for this second term will take place on Saturday, July 6, 10 A.M. to 4 P.M. and on Monday, July 8, 9 A.M. to 12M.

The general plan of the two-week terms is that each student will confer with a faculty advisor and in this conference will arrange a program whereby she may audit college classes, observe at the Children's School and have additional conferences with faculty members. A series of lectures by faculty members on recent trends in childhood education will form a part of the assigned work.

Students may arrange to obtain two semester hours of credit for completing the prescribed unit of work during the two week period. The term programs, which give detailed information, will be sent upon your request.

TUITION

Tuition for the six-week term is \$65. This fee includes full choice of subjects from the curriculum. The expense for necessary books and supplies need not exceed \$5. A library fee of \$1 is charged to each student. Individual courses may be carried at less than the full time fee. For information, address the Registrar. Tuition for either of the two-week terms is \$25. A library fee of fifty cents is charged to each student.

LIVING ACCOMMODATIONS

Accommodations are available to suit the taste and needs of all. Living expenses depend materially on personal requirements and are available at rates as low as \$7.25 a week for room and board. Resident clubs such as Blackstone Hall, Eleanor Clubs, International House, and the Young Women's Christian Association are available. Reservations may be made by sending a \$5 deposit to the college office. This amount will be deducted from the first week's board and room bill.

Students who must economize strictly, secure positions with private families, where by helping in the care of children or by assisting with housework, they are able to earn room and board. Students who wish to avail themselves of such positions may apply to the Registrar for further information.

DEMONSTRATION CHILDREN'S SCHOOL

To provide observation and student teaching facilities the college will conduct a children's school during the term where students will be able to observe techniques of teaching children from pre-school through the primary grades. Students will also have opportunities for student teaching.

EDUCATIONAL CONFERENCE

The first two days of the summer term will be spent in an educational conference for all students registered in the college. In addition to our own faculty, experts in the various areas of education and the correlated fields will participate. Discussion groups, lectures, excursions and demonstrations will center around the theme of Enriched Living in the Elementary School. This conference unifies and enriches the summer program.

CREDITS AND ADVANCED STANDING

The average amount of study for the summer session is six semester-hour credits. This is equivalent to eighteen class-hours of instruction a week or 108 class-hours for the full six-week term. For further information see the catalogue.

Students who wish to work for a degree or diploma should gather their credits and send them to the Registrar for evaluation. All work done in accredited institutions will be accepted for advanced standing.

COURSES OF STUDY

Students may select from all the following courses in making their programs. At the time of registration each student will select his program with the help of a faculty member who will assist in an advisory capacity. There are no Saturday classes during the summer term.

KINDERGARTEN-PRIMARY EDUCATION: Study in this division is designed to meet the needs of the classroom teacher in the kindergarten and primary grades. It enables her to become familiar with the most recent trends in the various phases of the early school curriculum through direct contact with the outstanding leaders in the areas listed below. In addition, each student is afforded opportunity to acquire a thorough background in the area of her particular interest. Observation of children is an integral part of the study in this division.

While all of the work in kindergarten-primary education is carefully correlated, students may choose from the following areas for concentrated study and are entitled to 3 semester-hour credits for all work done in this division during the six-week summer term. Each area is given a course number for purpose of identification.

10 hours each week—3 credits.

INSTRUCTORS: Frances Horwich
Eggert Meyer
Cherrie Alexandroff
Hyla Jean Akre

Trevor Serviss
Elizabeth Groves
John DeBoer
E. T. McSwain

445—KINDERGARTEN-PRIMARY CURRICULUM: Seeing all aspects of the curriculum in each grade and totaling them into the first years of childhood education.

320—TECHNIQUES FOR TEACHING SCIENCE: Children's interests, attitudes and needs as they appear at the various age levels and how to stimulate and further their development in the realm of science.

250—TECHNIQUES FOR TEACHING READING: The most recent trends in reading attitudes, interests and habits in the primary grades are presented. Remedial procedures and reading materials are included.

244—TECHNIQUES FOR TEACHING SOCIAL STUDIES: A point of view about social studies, its place in early childhood education, and techniques for teaching it are presented.

241—TECHNIQUES FOR TEACHING ARITHMETIC: Materials and methods based on recent trends and investigations—"arithmetic readiness" and evaluation of procedures are presented.

340—PHILOSOPHY OF EDUCATION: An evaluation of the broader concepts of education in terms of their influence on the elementary school and on the development of the child.

218—CHILDREN'S LITERATURE: A point of view about literature in relation to reading—attitudes, interests and available materials to be used in and out of school.

351—REMEDIAL READING: The place of remedial reading in the reading program evidences of reading difficulties and their diagnosis, the place of standardized tests in the remedial program, and procedures in remedial teaching to meet the specific difficulties.

CHILD DEVELOPMENT: Physical, emotional and mental growth of the normal child. Discussion of factors which influence the development: Environment, family relationships, mental health of adults, expectations of parents and teachers and adjustment patterns of children. Diagnosis and mental hygiene—conditioning vs. regimentation. Current theories concerning individual differences—implications for education.

While all of the work in child development is carefully correlated, students may choose from the following areas for concentrated study and are entitled to 3 semester-hour credits for all work done in this division during the six-week summer term. Each area is given a course number for purposes of identification.

10 hours each week—3 credits.

INSTRUCTORS: Eggert Meyer
Paul Schroeder
Mandel Sherman

205—EDUCATIONAL DIAGNOSIS: A discussion on diagnosing the child's difficulties and suggestions for a remedial program. A general survey of testing materials and their use is made.

306—PRINCIPLES OF CHILD GUIDANCE: Scientific approach to child guidance in its various phases: psychiatric, medical, social, psychological and recreational; the nature and needs of childhood, the existence and variety of problems of children, approach to guidance and the principles of diagnostic study are emphasized. The place of the school and the function of the teacher in guidance are included.

408—THE EXCEPTIONAL CHILD: Recognizing the child who deviates from the usual pattern of behavior. How to better understand and guide this kind of child in his adjustment to the classroom situation.

343—PARENT EDUCATION: Guidance of children and their parents. The various types of guidance through individual and group conferences. Students have the opportunity to bring before the group for discussion problems and cases of individual children.

259—ARTS AND CRAFTS IN THE KINDERGARTEN AND PRIMARY GRADES: A creative approach to children's needs, interests and abilities in the arts and crafts is the basis for this course. Students have many opportunities to experiment with materials.
1½ credits

Helen Peterson

358—SHOP WORK: A practical course in the selection, use, and upkeep of wood working tools and equipment for nursery school, kindergarten, and primary grades. It gives teachers the information and skill necessary for planning and carrying out activities in this field of manual arts.
1½ credits

Owen Hubbell

253—CREATIVE EXPRESSION—MUSIC: This course includes a study of musical interests and abilities of young children. The making of simple instruments, the combining of instrumental and vocal expression and source material are carefully considered.
1 credit

Hazel Catur

269—CREATIVE EXPRESSION—RHYTHMIC AND DRAMATIC: This course includes a study of the interests of children and their needs for expressing these interests rhythmically and dramatically. Techniques for furthering these creative interests in young children are studied.
1 credit

Beatrice Morris

444—FAMILY RELATIONSHIPS: This course deals primarily with guidance of the family from the educational point of view. The family as a unit, relationships between individual members of the family and interrelationships between families.
1 credit

Cora DeBoer

246—NURSERY SCHOOL EDUCATION: This course is based upon the inherent needs of pre-school children, how to enrich and enlarge their experiences and background; a discussion of play materials and equipment is included. The place of the nursery school in the total school program is evaluated.
1½ credits

Hyla Jean Akre

203—SOCIAL PSYCHOLOGY: This course is designed to aid the student in discovering such aspects of social phenomena as: The relationship between the individual and the group in society, the effects of group association upon the individual, the processes of group behavior, and the application of contemporary psychological principles to social problems.
1½ credits

Cora DeBoer

240—HISTORY OF EDUCATION: This is a survey of the contribution of different races and nations to educational reform from ancient to modern times. It includes a study of sources of educational progress; periods of educational awakening in history; the leading educational reformers and their influence upon education; and the sources of modern education.
1½ credits

Cora DeBoer

316—ENGLISH LITERATURE: Individual and group study of English literature since 1900.
1½ credits

David Daiches

136—U. S. HISTORY—CURRENT EVENTS: The United States in the present world scene. Internal affairs. Foreign policy. International treaties and rivalries. The war.
1½ credits

Ira Latimer

500—SPECIAL PROBLEMS FOR INDEPENDENT STUDY: Students who wish to work in special areas which are not embraced by the regular summer program may do so by registering for independent study with the Dean of Education.

245—PRACTICE TEACHING: Opportunity is given for summer students to do practice teaching in pre-kindergarten, kindergarten and primary grades. Assignment is made on basis of individual needs. Conferences with, and guidance by staff members. Analysis of present teaching practices; integration of all courses with demonstration school as a center; factors contributing to school progress exemplified. Pupil guidance, pupil evaluation; curriculum records; reports.

1 credit for each 36 hours

Staff

SPECIAL COURSES IN RADIO AND DRAMA

In recognition of the fact that radio is becoming an important factor in the field of education and that more and more teachers throughout the country are interested in the subject, Pestalozzi Froebel Teachers College has made special arrangements with Columbia College of Drama and Radio to include radio and drama subjects in the summer program. This institution has gained a national reputation because of its research in radio education, its professional staff, and its methods of training which cover all phases of radio and drama. The instruction will be under the supervision of the Dean of Education of Pestalozzi Froebel Teachers College.

PESTALOZZI FROEBEL TEACHERS COLLEGE

DOWNTOWN CLASSES

LATE AFTERNOONS

EVENINGS

SATURDAYS

•

FOR THE

AUTUMN TERM

SEPTEMBER 16, 1940 to FEBRUARY 1, 1941

•

FINE ARTS BUILDING

410 SOUTH MICHIGAN BOULEVARD

CHICAGO, ILLINOIS

SPECIAL CLASSES

In the special classes which are held late afternoons, evenings and Saturdays subjects of special interest and practical value are offered to classroom teachers, supervisors and principals.

Teachers working for higher certification, degrees or diplomas will find among these courses convenient units of required credit. By submitting records of their past college or normal school work to the college office, they can secure a detailed listing of courses necessary for a degree or diploma.

Tuition for the semester is \$17.50 for each course giving 1½ credits, \$23.25 for each course giving 2 credits and \$35.00 for each course giving 3 credits. The unit of credit is the semester hour. Liberal arrangements are made for installment payments.

SPECIAL SEMINARS AND INDEPENDENT STUDY

For the benefit of students who are unable to attend weekly classes, seminars and independent study courses are offered. Students living outside of metropolitan Chicago will find it interesting and helpful to include such courses in their educational programs.

REGISTRATION

Students may register by mail or call in person after September 10 from 10 a. m. to 4 p. m. daily. To avoid overcrowding classes the college reserves the right to refuse registrations for such classes.

LATE AFTERNOON AND EVENING CLASSES

B-40b VALUES AND OBJECTIVES IN EDUCATION—THE SCHOOL AND THE SOCIAL ORDER: This course deals with such problems as the relation of the school to the present crisis; federal aid to education; education for world organization; education in the state; financing public education; problems of tenure, certification, state school board, etc. The course will also include a discussion of the local school situation—the nature of the Chicago community, the relation of the teacher to the community, problems of education in the Chicago community—2 credits.

Thursdays, 2:40 to 4:30 p. m. First meeting September 19, 1940.

—Kermit Eby

B-41 ADVANCED COURSE IN THE TEACHING OF ARITHMETIC: An opportunity to study children's responses and growth in the area of arithmetic as a part of their total development. Help in carrying on experiments or research will be given. *Prerequisite: Course in Teaching of Arithmetic or consent of the instructor.*—1½ credits.

Wednesdays, 5 to 6:30 p. m. First meeting September 18, 1940.

—Trevor K. Serviss

F R O E B E L T E A C H

H M I C H I G A N B O U L E V A R D , C H I C A G O

C-10 INTRODUCTION TO THE STUDY OF THE NOVEL: This course serves to provide the student with a knowledge of the history and structure of the novel in the modern world.—1½ credits.

Wednesdays, 5 to 6:30 p. m. First meeting September 18, 1940.

—Saul Bellow

B-90 CHILD DEVELOPMENT—PHYSICAL AND MENTAL GROWTH: The physical and mental growth of children as a basis for childhood education. Fitting the program to the child's needs as he matures. Mental hygiene and teaching techniques based on child development.—2 credits.

Wednesdays, 7 to 9 p. m. First meeting September 18, 1940.

—Frances R. Horwich

—Eggert Meyer

—Paul Witty

—Dr. Rudolf Dreikurs

D-40 VALUES AND OBJECTIVES IN EDUCATION—EDUCATION AND THE AMERICAN SCENE: A study of the responsibilities of the teaching profession toward the social order in a period of profound change, and the special problems of the classroom teacher with respect to such social problems as crime, intolerance, and economic inequality.—2 credits.

Wednesdays, 7 to 9 p. m. First meeting September 18, 1940.

—John DeBoer

—Kermit Eby

—George Axtelle

SATURDAY CLASSES

B-59 CREATIVE EXPRESSION—ARTS AND CRAFTS FOR CHILDREN: The development of imagination and creative ability in the use of a large variety of materials. Experimentation in design and composition. Guidance without teaching will be emphasized.—2 credits.

Saturdays, 9:30 to 11:30 a. m. First meeting September 21, 1940.

—Helen Peterson

C-40 VALUES AND OBJECTIVES IN EDUCATION—MAJOR COURSE IN CHILDHOOD EDUCATION: As the student has studied the various divisions of childhood education, there will be unsolved problems and unexplored areas which will be recognized, studied and assimilated in this class. Opportunity for independent study in the areas of interest, and to contact leaders in the field of education, will be given each student.—2 credits.

Saturdays, 9:30 to 11:30 a. m. First meeting September 21, 1940.

—Frances R. Horwich

B-96 PRINCIPLES OF CHILD GUIDANCE: Approach to child guidance in its various phases: psychiatric, medical, social, psychological and recreational; the nature and needs of childhood, the existence and variety of problems of children, the place of the school and the function of the teacher in guidance. *Prerequisite: Course in Child Psychology or consent of instructor.*—1½ credits.

Saturdays, 11:30 a. m. to 1 p. m. First meeting September 21, 1940.

—Dr. Paul L. Schroeder

AFTERNOON, EVENING AND NIGHT

ERS COLLEGE

ILLINOIS

B-93 SOCIAL PSYCHOLOGY: This course is designed to aid the student in discovering such aspects of social phenomena as: the relationship between the individual and the group in society, the effects of group association upon the individual, the processes of group behavior, and the application of contemporary psychological principles to social problems. *Prerequisite: Introductory Psychology or consent of instructor.*—1½ credits. Saturdays, 11:30 a. m. to 1 p. m. First meeting September 21, 1940. —Saul Bellow

C-50 THE IMPROVEMENT OF READING AND PRACTICES IN REMEDIAL READING: The place of remedial reading in the whole program, evidence of reading difficulties and their treatment, the place of standardized tests and procedures to meet specific difficulties.—1½ credits. Saturdays, 11:30 a. m. to 1 p. m. First meeting September 21, 1940. —Trevor K. Serviss

SEMINAR COURSES AND INDEPENDENT STUDY

C-46 SEMINAR IN THE LANGUAGE ARTS: Studying case studies of children's progress in the language arts. Opportunity for student to carry on experiments with help from instructor. *Open to advanced students only.*—1½ credits. Saturdays, 10 a. m. to 1 p. m. September 28, October 26, November 16, December 14, January 18. —Trevor K. Serviss
—Paul Witty

B-40a VALUES AND OBJECTIVES IN EDUCATION — CURRENT PROBLEMS AND PHILOSOPHY OF EDUCATION: Discussion of problems affecting early childhood education. Recent progress in early childhood education. Teacher education, curriculum, school organization, bases of evaluation, teacher-pupil relationships, growth of teachers while at work. Organization of elementary schools. Unique types illustrated. Administration problems: class size, supervision, promotion, discipline, records and reports, pupils' marks, reports to parents, cumulative records. Evaluation problems; testing; the school of the future.—1½ credits. Saturdays, 1:30 to 4:30 p. m. September 28, October 26, November 16, December 14, January 18. —John DeBoer

C-27 THE CHILD IN THE FAMILY: Mental hygiene in the family—child-parent relationships—differences in siblings—sex education—outside pressure on the family and pressure within the family will form the basis for study and discussion. Some case histories and housing situations will be evaluated. *Open to advanced students only.*—1½ credits. Saturdays, 1:30 to 4:30 p. m. September 28, October 26, November 16, December 14, January 18. —Hyla Jean Akre

500 SPECIAL PROBLEMS FOR INDEPENDENT STUDY: Students who wish to work in special areas which are not embraced by the regular program may do so by registering for independent study with the Dean of Education.—3 credits maximum.

SATURDAY CLASSES

*Please
post this on your
Bulletin Board*

PESTALOZZI FROEBEL TEACHERS COLLEGE
410 SOUTH MICHIGAN BOULEVARD • CHICAGO, ILLINOIS